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ABSTRACT

This 3-year pilot project demonstrated the feasibility of schools assuming responsibility for the job placement of students at every exit level, and established a systematic, effective job placement service capable of serving all secondary students. The project was operational at a high school serving 1,303 students of which the racial balance is 75% black and 25% white. Through the cooperation of the business community, the job placement service acted as an employment agency and also provided students the opportunity to prepare themselves for the world of work through programs focused on employer expectations. Of the 884 graduates using the service during the 3-year period, 613 requested job assistance. Of these, 109 full-time and 208 part-time placements were found. Over 900 other students requested assistance in part-time and summer placements. Students most difficult to place were school dropouts with behavior problems. The cooperation from business leaders, counselors, teachers, administrators, and community resource people contributed to the success of the project. Recommendations are offered for the establishment of similar services. Project forms are appended. (RG)

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FINAL REPORT

Student Job Placement Service

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Joseph F. Frichtel
Richmond Public Schools
George Wythe High School
4314 Crutchfield Street
Richmond, Virginia 23225

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Summary

SUMMARY OF THE REPORT

This report covers the period from July 1, 1973 to June 30, 1976. The three year pilot study was located at George Wythe High School in Richmond, Virginia. The school is a four year comprehensive high school with an enrollment of 1303 students in grades nine through twelve. The racial balance of the school is 75% black and 25% white.

The over-all purposes of this project are to demonstrate the feasibility of schools assuming responsibility for the placement of secondary students at every exit level and to establish a systematic, effective job placement capability that will serve all students in a secondary school.

The program was under the direction of the Assistant Superintendent for Vocational and Continuing Education in the Richmond Public Schools. A full time (12 months) placement coordinator and a full time (11 months) secretary were employed to work in the placement office and the office was open 12 months each year.

The accomplishments of the program were many during the three year period. We all were able to make students more aware of what is required of them when they look for a job. The many programs that we either presented or participated in helped to focus their attention on employer expectation. We tried to present all programs and the job placement service itself as a place where students could become more familiar with the working world. The students were able to view an office within the school as a business office.

The communication and cooperation that we received from the business community was excellent. Most businesses were willing to use the service in one way or another. Many of these businesses did keep our office informed of job openings. This isn't to say that they hired students from us. Early in the program we explained to business people that when an opening occurred we did not expect them to hire the first person we sent. Rather, we explained our program as a referral service. The responsibility of getting the job was the students. The student had to be qualified and demonstrate those skills that are necessary to be successful in getting the job.

Basically our placement service acted as an employment agency. Any student who visited our office completed a personal data sheet (application), a placement agreement, and a release of information form. The data sheet was used by our office prior to the initial interview. This enabled us to review the students personal information, work experience, education, references, and skills that the student had acquired. At this time correction could be made on the application to acquaint students with the right and wrong way of completing an application. The other two forms were used to help the student become familiar with their responsibility to our office and their employer, and at the same time enable our office to release information on a student's grades and attendance if requested by an employer.

The purpose of this information and the interview was to learn more about a particular student and to assess his/her job skills and type of employment in which the student was interested. When

a job opening occurred, the student was interviewed a second time and given specific information concerning the position available. If interested the student would arrange or we would arrange an interview. The student was asked to report the results of the interview to the Placement Office the following day.

Special programs were arranged to help students become familiar with employer expectations. The purpose of the programs were to utilize business leaders in the community to meet and talk with students. Career fairs were held to expose students with career choices available to them and the training and education required to fulfill a particular vocation.

Briefly summarized we worked with 884 graduates during the three years. Six hundred and thirteen graduates requested job assistance from the Placement Office. Of those requesting assistance, we were able to find 149 full time and 208 part time placements.

Nine hundred and thirty-three other students requested assistance in part time and summer placements. Of that number we were able to place 344 students in part time and summer jobs. One area that we experienced difficulty was the placement of early school leavers. Everyone leaving school was referred to the Virginia Employment Commission by the guidance department. We were unable to determine the number of students placed by the V.E.C. Those students that we worked with directly were extremely difficult to place. Businesses were reluctant to accept those applicants that had difficulty in school. They were willing to work with early school leavers who

were not behavior problems in school, but unfortunately most of our dropouts were behavior problems and students unable to adjust to a school environment.

Other students who left school early were referred to Vocational Rehabilitation for additional training and placement. They were successful in providing an alternative to a formal high school education. This program expanded the services available to students leaving school prior to graduation.

The placement service provided the students at our school the opportunity to prepare themselves to enter the world of work. Our approach to placement accomplished two major goals. It placed the burden of success on the student and it increased the retention rate of students on the job. The responsibility that the student had to assume and develop was the key to their finding a job.

The placement service has demonstrated that schools can assume responsibilities for placement of students. This was accomplished because of the fine cooperation that we received from business leaders, counselors, teachers, administrators, and other community resource people. The work that was done with other cooperative programs in the school strengthened the placement service and all work programs in the school.

Any placement service, if it is to be successful, must involve the total community. The service must be designed so that each school or school district has the flexibility to provide a program that satisfies the needs of their students. The school must provide a climate of personnel, time, and space. Specific plans will depend on the school population, location, and employment opportunities.

Rationale

I. RATIONALE

For many years the school has accepted responsibility for seeing that its graduates who plan to enter college are accepted in a college, and preferably in a college of their choice. Untold manhours and financial resources have been employed in this tremendous undertaking with a large measure of success.

Repeated concern has been expressed about the need for education to assume an equal responsibility for assisting its students to enter the world of work and to satisfactorily hold a job.

Teen-agers comprise a large portion of the unemployed population in this country. Unless school systems can provide adequate job development and job placement activities for its youthful population before and after leaving high school, the percentage of unemployed will rise sharply. Further, high school youths may well enter the adult world as possibly "functionally incompetent" or will "function with difficulty" regarding everyday life tasks.

Recently, a United States Office of Education (U.S.O.E.) study (1975) indicated that one out of every five American adults lacks the knowledge and skills to carry out such essential tasks as completing a job application, making change, and understanding job notices. To further illustrate, a large percentage of the "functionally incompetent" group are unemployed adults.

The National Advisory Council on Vocational Education states that "Employment is an integral part of education...every secondary school

should be an employment agency...and this practice must become universal." According to the director of the U.S.O.E. Project, Norvell Northcutt, University of Texas, results suggest that even though "we as educators do a reasonably good job in preparing students for more education, maybe we don't prepare them for everyday life." (1975) An effective placement program can be a meaningful way to assist students in their transition to everyday life, and, in this regard, entering career opportunities consistent with their background and interests.

Why should placement services be focused upon high school students? According to the National Advisory Council on Vocational Education (1972), over 750,000 youths drop out of high school each year while over 850,000 drop out of college each year. The need is well established for programs to assist youth with decision-making, career possiblities, job-seeking and job responsibilities.

A systematic job placement program, in the opinion of many, would create needed communication channels between schools, business and industry, and other agencies. Such communication could result in a reduction in youth unemployment, an assessment basic for determining the school's success with every student, making learning something other than academic achievement valued only in the school, a new basis for excellence in education, youth finding entry jobs which would lead to better career options, and youth being employed in fields or related fields for which they were trained. The type of job placement program being advocated is more intensive and broader than job placement normally has been conceived. It is more than helping students

obtain a job: it is helping them obtain the best jobs based on training and to obtain jobs which provide for continued growth and development. In past years, only those students enrolled in cooperative education programs have had the services of the school in finding satisfactory employment, and the need for these services for all students is urgent.

A recent review and synthesis of research concluded that secondary schools, teachers, and counselors are typically not credited with being greatly helpful to students moving to jobs rather than to college. It was reported that job placement typically is viewed as a separate activity from the educational program with few secondary schools conceiving of job placement as an integral part and logical extension of education. A research study by the Great Cities Project concluded that few cities have assumed responsibilities for placement and that few have assigned anyone to this function. The lack of job placement systems also is evidenced even in specialized vocational schools.

If formal education is to devote a significant portion of its total efforts to readying students for work, better means must be found to aid students in the transition from school to work. It would appear necessary for systemic, coordinated, and comprehensive job placement programs to be established through the joint efforts of formal education, the public employment service, and the occupational society itself.

One may inquire as to the feasibility of utilizing already established employment programs within the local communities.

In some settings these programs are quite adequate, of course, but more often than not, these programs are already under excessive pressures (such as adult unemployment and staff and budget shortages). Additionally, it is almost an impossibility for these agencies to formulate the needed specialized services desirable for high school age youth. The local educational system then becomes the most logical agency or institution to offer such services.

The technology, the tolls, and the know-how required for accomplishment of this task are already present. The funds required to use these in a workable job-placement program have, as yet, not been available. More important has been a deficiency in philosophy and vision. The schools have thought their task completed upon handing out a diploma. Employers have made some use of both the schools and the employment services on an unsystematic basis. If education is to attain its ultimate goals, follow-through must occur to provide continuing help and to gain feedback from the placement efforts to modify and improve school programs. Feedback is vital. Nothing changes a school program as rapidly or as radically as does knowledge that students have been hurt by sins of omission or commission. Fear of obtaining such knowledge is a major factor inhibiting feedback.

Job placement must be expanded to include follow-through and linkage- - -the assistance necessary to move through a career sequence. The concept of follow-through and linkage is broader and more extensive than the traditional concept of follow-up. The term follow-up normally has been used to label techniques designed to find out what happens to

graduates of educational programs. The term follow-through and linkage, however, implies providing both personal monitoring and marshalling assistance necessary to insure that students succeed. The intensiveness of the follow-through and linkage function for dropouts should equal the investment that is made for those who remain in school and graduate. This suggests that school systems would retain responsibility for their students until they are either graduated and adjusted to employment or further education, or have reached an age at which they are legally regarded as adults. Such efforts will require action oriented people so that follow-through and linkage can be a continued activity.

Provisions are needed for local, state, regional, and national systems of communication between employers and educational institutions. Such communication networks must include current, accurate, and continuous data regarding areas of need for employees, the sources of trained employees who are ready for work, and the means by which those employers needing trained workers can communicate with the prospective employees seeking work- -and with those who have assumed responsibility for preparing the prospective employee for his work.

As a by-product of a school job placement service, schools could perform an "outreach" function aimed at youth outside the school system and designed to return them to an appropriate learning situation or to part-time training and related employment. Many youth have become so alienated that they are not likely to seek additional education on their own. For many it is important that they be returned to programs that help them to progress. The staff who engage in an

outreach program must guard against the belief that minority and disadvantaged youth are fit only for the unskilled occupations.

J. Kenneth Little, in his "Review and Synthesis of Research on the Placement and Follow-Up of Vocational Education Students," covered the following topics:

> "This review of follow-up studies of graduates of vocational-technical education programs includes studies published since 1965 and covers the major fields of vocational technical education at secondary, post-secondary, and adult levels. Programs for special groups of individuals are also included. Two purposes of the review are (1) to identify the job histories of graduates and (2) to provide base line data for program evaluation. The review is organized around the following topics: The Role of Follow-up Studies, General Surveys, Studies of Specific Programs, Summaries of Placement Information, Studies of Special Groups, Benefit-Cost Studies, Follow-up Studies Procedures, and Evaluation Summary-A 101-item bibliography is included. A related document is VT 010 176."

"Counseling and Guidance: A Call for Change", 6th Report, June 1, 1972, Washington, D. C.: National Advisory Council on Vocational Education, Lawrence Davenport, Chairman.

"Twenty Percent of Adults Lack Basic Life Skills", Manpower and Vocational Educational Weekly, November 5, 1975, p. 5.

Goals and Objectives

II. GOALS AND OBJECTIVES

The over-all purposes of this project are to demonstrate the feasibility of schools assuming responsibility for the placement of secondary students at every exit level and to establish a systematic, effective job placement capability that will serve all students in the secondary school. More specific objectives are to:

1. Assist in the placement of dropouts and arrange for their continued education where feasible.
2. Assist in the placement of high school graduates.
3. Assist in the placement of high school students who want part-time jobs.
4. Work closely with coordinators of the various cooperative education programs in placement of students.
5. Work closely with the guidance personnel in their efforts to assist students with education for employment.
6. Assist students to advance in positions.
7. Advise students at every level about continuing education opportunities.
8. Make provision for pre-placement training for students seeking employment.

General Project Design

III. GENERAL PROJECT DESIGN

This project was under the direction of the Assistant Superintendent for Vocational and Continuing Education for our school system. A full time (12 months) placement coordinator was appointed by the local division and approved by the State Department of Education. A full time (11 months) secretary was employed to work in the placement office and the office was open 12 months each year. The program was located at George Wythe High School and the office situated adjacent to the guidance department and in the general area of the school's administrative offices.

George Wythe is a comprehensive high school with an enrollment of 1303 in grades nine through twelve. The racial balance of the school is 75% black and 25% white. Of the 80 staff members, 25% hold a master's degree. The counseling staff consist of four full-time counselors and the head of the department. Two work experience programs - Distributive Education (D.E.) and Cooperative Office Experience (C.O.E.) are offered as part of the curriculum. One full-time C.O.E. coordinator and three full-time D.E. coordinators are employed in the school.

Results and Accomplishments

IV. RESULTS AND ACCOMPLISHMENTS

A. Establishing A System Of Communication With The Business Community.

Communication is the single most important key to a successful placement program. Initially in our program employer contact was conducted either by telephone or a personal visit. As the program developed, increased use of the mail services and personal visits were found to be more successful. Publicizing the program via brochures and newspaper articles aided in making employers more aware of the program. Eventually we included newsletters to keep employers informed of our yearly progress. Use of radio and television was not used due to the expense of advertising.

In addition to employer communication, we also included brochures, handouts and newsletters to students and faculty. The school newspaper was used to publish articles about the placement service and its purpose as part of the school curriculum.

B. Special Programs

Throughout the three years of the placement service special emphasis has been given to producing programs relevant to employment. Our office has arranged for special programs or has worked with other members of the instructional staff on presenting programs to the students. Below is a listing of the programs and their purposes:

1. Attendance Program

The guidance department, drama club and placement service cooperated to present a program on attendance to the ninth grade class.

The theme of the program was attendance and how poor attendance patterns established early in high school can effect a student after that student graduates from high school. The drama club wrote and performed a skit portraying a student whose poor attendance problems followed him after high school into the job market and his eventual loss of a good job.

Afterwards, quest speakers from business and industry fielded questions from the students concerning job hunting and what employers look for in an individual. All questions and answers centered around the central theme of the program.

The comments from the employers and other participants were excellent. They all felt that more programs of this type are needed and should be expanded to include all grade levels in the school.

2. Career Fairs

The placement service participated in two (2) career fairs at George Wythe. Our office supplied materials and representatives from various industries and businesses. The program enabled students to view various exhibits and to talk with the representatives. In addition, classes were arranged so that large numbers could speak with a representative for one period about a particular career area.

3. Career Exploration

A six week unit in career education was conducted through the History Department. Our office served as a resource center for the

classroom teachers and the guidance department. During the last week of the program we conducted a three day class on job hunting and what students whould do when applying for a job. This approach was used two years and during that period we were able to work with 600 students.

4. Time Release Program

Previously, students not enrolled in co-op programs were released from school without verification of employment. This year all students requesting early dismissal were referred to my office for employment verification. The implementation of this program has decreased the number of early dismissal requests and provided our particular school with some type of accountability for those students who are working.

5. Work Permits

This year we began issuing work permits to our students. Previously, they had to go to the Richmond Technical Center and this involved a transportation problem in many cases. The issuing of work permits has provided our office with a valuable tool that has enabled us to keep a more accurate account of who is working and where they are working.

6. Summer Work Experience Program

Our placement service have always worked closely with the variou summer programs. This has provided many of our students the opportunity to work during the summer months. Those students who have demonstrated their willingness to work have been able to continue during the fall and spring. In addition, we have been able to provide the summer employment

program with students for a particular job opening. This has enabled us to place students with special abilities in jobs related to their interests. The percentage of students working in these programs has generally been higher than other schools in our area because of this cooperation.

7. Day Care Service

As part of the curriculum at George Wythe, the Home Economics Department offers a three hour block program on child care. We have been able to help the coordinator of this program in locating job openings and job leads. As a result, students have been able to receive classroom instruction and on-the-job training.

8. Resource Center

Our program have always acted as a resource center for the classroom teacher and the guidance department. We have provided materials necessary for class presentation on "getting a job" and I have also made myself available to talk with these classes. This is one area where job hunting skills can be developed so that all students are aware of what they must do in order to find a job.

Evaluation

Richmond Public Schools

301 NORTH NINTH STREET
Richmond, Virginia 23219

July 14, 1976

TO WHOM IT MAY CONCERN:

This is to certify that I have this date reviewed the Annual Report Student Job Placement Service Report from George Wythe High School for school year 1975-76. The report appears to be complete in every respect. The report indicates the need for such a program in the high school, even though other cooperative vocational education programs may be offered therein.

The value of the program to student is extensive. When one considers that this program alone (one professional staff member with a secretary) interviewed and counselled four hundred seventy eight (478) students about the "world of work" and that from those contacts one hundred sixty eight (168) were employed, the results certainly justify the need for and expansion of this type vocational education program.

Graduates requesting "job assistance" from this program indicate a definite need that is not likely to go away in the immediate future. Therefore, I recommend that the Student Job Placement Service be continued and expanded to be provided to each high school in the Commonwealth.

Warren H. Overstreet

Warren H. Overstreet, Supervisor
Apprentice Training
Richmond Public Schools

WHO/RBW

Conclusions

VI. CONCLUSIONS

The placement service provided the students at our school the opportunity to prepare themselves to enter the world of work. It reached a number of students whose only experience with employment would be a part time job at one of the local businesses. Because of the scope of our program we tried to develop those things a person must do in order to secure employment. We were concerned about employment as the final result of a student practicing what had been presented to him/her.

This approach to our placement service accomplished two goals. It placed the burden of finding a job on the student. Nothing was given to him/her. They had to do those things that were necessary to secure successful employment. Secondly, because of their effort, the student was more likely to succeed in holding his/her job for a longer period of time. The responsibility that the student had to assume and develop was the key to their success in finding a job.

The various programs that we offered during the three years helped students gain insight into occupational areas and what they must do before they could work in that particular field. It helped students to meet and talk with people they ordinarily would never see and to hear the employers point of view concerning employment and employee expectations.

Our contact with business and industry helped to make employers aware of what is happening in our school system. The publicity and the

cooperation we received from business and industry was well received by everyone associated with the placement service.

The service demonstrated that schools can assume responsibilities for placement of students. This was accomplished because of the cooperation among business leaders, counselors, teachers and other community resource people. The school administrators was committed to making the program a success. It required cooperation between the placement coordinator and members of the instructional staff especially the other vocational coordinators in the school.

The coordinator of any placement service must resolve the fears these coordinators have about this type of program. In fact, the program if run properly will strengthen the other cooperative programs by providing additional job leads and more business contact.

Recommendations

VII. RECOMMENDATIONS

A successful placement service involves the total community. The service must be flexible enough so that each school or school system may determine the needs of their students and provide a program to satisfy those needs. The school must provide a climate of personnel, time, and space. Specific plans for any service will depend on the school population, location, and employment opportunities.

Some important considerations for any placement service are listed below:

1. A placement program should serve all students on a 12 month basis and provide service for one year after they leave school.
2. The service must be available to school leavers.
3. Before students are referred for placement they must demonstrate a knowledge of pre-employment information.
4. The coordinator of the placement service must work effectively with other vocational teachers to avoid duplication of services and employer contacts.
5. The local employment commission must be made aware of the service and a satisfactory working relationship established between the placement service and the local commission.
6. Follow-up and follow-through are necessary to determine how effectively the program is meeting the needs of the students.

7. Establishing an advisory committee.
8. Developing brochures and newsletters.
9. Evaluation of the program and modification when necessary.
10. Cooperation with summer work experience coordinators for placement in summer work program.
11. Develop strategies for teaching employability skills.
12. Develop strategies for programs in career education.

Appendix

Personal Data Sheet

Before a student is interviewed by the placement coordinator, he/she must complete this form. This information becomes very useful in making adequate placement.

Job Placement Service
George Wythe High School

HOMEROOM NO. _____
GRADE _____
DATE _____

PERSONAL DATA: Complete an accurate description of your education, experiences, abilities and background.

PLEASE PRINT

NAME _____
(Last) (First) (MI)

ADDRESS _____
(Number) (Street)

_____
(City) (State) (Zip Code)

AGE _____
SEX _____
SINGLE _____
MARRIED _____
OTHER _____

TELEPHONE NUMBER _____ SOCIAL SECURITY NUMBER _____

DATE OF BIRTH _____ WEIGHT _____ lbs. HEIGHT _____ ft. _____ in.
(Mo.) (Day) (Yr.)

TYPE OF WORK DESIRED: 1st Choice _____ 2nd Choice _____

EDUCATION:

SCHOOL:	NAME:	ADDRESS:	DATES ATTENDED: FROM	TO
ELEMENTARY				
JUNIOR HIGH				
SENIOR HIGH				
COLLEGE				
OTHER				

Curriculum (Please Check One) Academic _____ General _____ Business _____

Cooperative Programs: DE _____ COE _____

Have You Attended The Richmond Technical Center? _____ If so, What Area? _____
Number of Years _____.

Hobbies: _____

Extra Curricular Activities: _____

What Offices Have You Held? _____

How Much Time Have You Lost From Work or School During The Last Two Years? _____

Reason: _____

Do You Have Any Physical Handicaps? _____ If so, What? _____

EMPLOYMENT RECORD: (Present or Most Recent Position First)

A. From _____ Name of Firm _____ Telephone No. _____

To _____ Address _____ Salary _____

Type of Business _____ Your Position _____

Duties _____ Supervisor _____

Reason For Leaving _____

B. From _____ Name of Firm _____ Telephone No. _____

To _____ Address _____ Salary _____

Type of Business _____ Your Position _____

Duties _____ Supervisor _____

Reason For Leaving _____

C. From _____ Name of Firm _____ Telephone No. _____

To _____ Address _____ Salary _____

Type of Business _____ Your Position _____

Duties _____ Supervisor _____

Reason For Leaving _____

MAY WE CONTACT FORMER EMPLOYER? Yes _____ No _____

CHARACTER REFERENCES: Give Three Personal References (not relatives, or former employers) who are mature persons, business or professional men and women (one of whom should be a teacher at the school).

NAME	ADDRESS	OCCUPATION
1.		
2.		
3.		

Please Check The Courses That You Have Had While In High School:

Typing	_____ wpm	Adding Machine	_____	Dictaphone	_____
Shorthand	_____ wpm	Calculator	_____	Keypunch	_____
Filing	_____	Bookkeeping	_____	Other	_____

TRANSPORTATION: Driver's License _____ Own Car _____ Use of Family Car _____
Public Transportation _____

I CERTIFY THAT ALL STATEMENTS MADE BY ME IN THIS DATA SHEET ARE TRUE.

_____
(Signature) (Date)

Approval For Placement/Release of Information

This form informs the parent of the student's desire to find employment and authorizes the school to release information concerning grades and attendance to employers.

Job Placement Service
George Wythe High School

4314 Crutchfield Street
Richmond, Virginia 23225

Dear Parent:

_____ has applied to the Job Placement Office for assistance in finding (part-time _____, full-time _____, summer _____) employment. In the event that problems with school work follow his/her employment, we will request and encourage the employer to cease to use your son/daughter as an employee.

Prior to employment, some employers request information concerning grades and attendance. It is the policy of the Richmond Public Schools not to release information to any individual outside of the school system without written permission from the students' parents or guardians. If you will complete and sign the following form, this will provide us with permission to forward the necessary information and also indicate your knowledge of the work request.

Sincerely,

Joseph F. Frichtel, Coordinator
Job Placement Service

JFF:rs

****

APPROVAL FOR PLACEMENT

My/Our son/daughter _____ has my/our
(Name - Please Print)

permission to work: (1) after school; (2) weekends; (3) both after school and weekends. I/We approve of the Student Job Placement Office helping him/her obtain work.

PERMISSION TO RELEASE INFORMATION TO PROSPECTIVE EMPLOYERS

I hereby give my permission to the Job Placement Office to release information regarding my child, requested by prospective employers only. It is my understanding that this information will be limited to grades and attendance.

_____
Signature of Parent or Guardian

Placement Agreement

The placement agreement outlines the responsibilities of any student placed. The form is signed by the student, parent, and placement coordinator.

Job Placement Service
George Wythe High School

4314 Crutchfield Street
Richmond, Virginia 23225

PLACEMENT AGREEMENT

The major purpose of this program is to provide valuable job training for students. This agreement is made to show responsibilities of the participants: the students, parent or guardian and the Job Placement Service.

As a condition for acceptance into the Job Placement Service, I _____ agree to the following:

1. To abide by the rules, regulations, and policies of the employer during my period of employment.
2. To diligently and faithfully perform the work and duties of my job.
3. To be regular in attendance at school and on the job.
4. To be on time at school and on the job.
5. To notify my employer in advance in case of necessary absence.
6. To attend a class scheduled after the school day if it is deemed necessary by the coordinator.
7. To accept counseling and guidance from the coordinator.
8. To know that absence from school means that I cannot report for work on that particular day.
9. To report to the coordinator the following day, the results of any job interviews.
10. To perform my job in such a manner that will reflect credit upon myself and George Wythe High School.
11. To report first to the coordinator any contemplated changes in my work.

_____
Student's Signature

_____
Parent's or Guardian's Signature

_____
Effective Date

_____
Coordinator's Signature

Letter of Introduction

This letter accompanies each student to the job interview. The employer fills in the results and mails the letter back to the placement office.

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Termination of Placement Service

Job Placement Service
George Wythe High School

4314 Crutchfield Street
Richmond, Virginia 23225

TO: Employers

FROM: Joseph F. Frichtel

DATE: June 30, 1976

RE: Termination of Placement Service

I was informed on June 16, 1976, that the position of Placement Coordinator and the Student Placement Service at George Wythe High School had been eliminated in the new School Board budget.

I have valued my association with you and wish to extend my warmest heart-felt thanks for the excellent cooperation that you have given to George Wythe High School. My employment with the Richmond Public Schools will continue as a counselor in one of the area schools. I hope that in my new position I will be able to continue working with your organization.

Even though this particular program has been eliminated we continue to offer cooperative education programs at the high school. If in the future you have a job opening that a student could fill, please consider the cooperative education programs at George Wythe. I have included in this letter a list of people that can help you.

Again, let me thank you for the fine service that you have given to the Placement Service and the students of George Wythe High School.

Mrs. Mary H. Edwards - Guidance Coordinator - 780-4371, ext. 24
Miss Anne Rowe - Coordinator Cooperative Office Experience -780-4371, ext. 38
Mr. Karl Keeling - Distributive Education - 780-4371, ext. 32
Mr. Tommy Paxton - Distributive Education - 780-4371, ext. 32
Mr. Howard McCoy - Distributive Education - 780-4371, ext. 32